

5-1969

## Knight Life: May 1969

St. Norbert College

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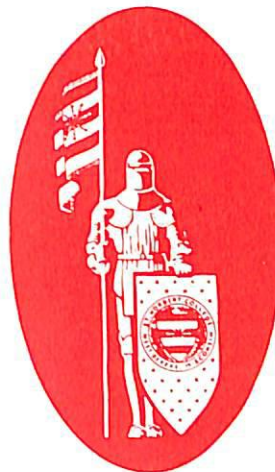
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# Knight Life



MAY • 1969



NEW PRESIDENT OF ST. NORBERT COLLEGE, DR. ROBERT E. CHRISTIN AND MRS. CHRISTIN

ST. NORBERT COLLEGE  
WEST DE PERE, WISCONSIN 54178



# Alumni Meetings



Top—TOKYO: Fr. Burke has dinner, Japanese style, with from left to right, Keinosuke (Ken) Koseki '64, Yusaku (John) Nagai '65, and Tadashi (Joe) Yamamoto '60. Waitress is at right.



Second Left—ST. PAUL: Dick Schwaller '50 (left) and Tom Quimby '51.



Third Left—ST. PAUL: Roy Boge '63 makes a point with Mr. and Mrs. Terry Duffy '63. In the background is Ron Newhouse '60.



Bottom Left—MADISON: Fr. Reilley visits with Mr. and Mrs. Clarence Pech '13.

Bottom Right—VIETNAM: Dave Kons (left) and Father Owen Pharris.



Alumni in the Minneapolis-St. Paul area met recently in conjunction with an appearance there by the St. Norbert College Chamber Singers.

Bob Daun '58 and Pat Pflieger '59 handled arrangements for a dinner-meeting of Madison alumni. Fr. Timothy A. Reilley '52, a member of the college Board of Trustees, was guest speaker.

On his trip to the Orient, Very Rev. D. M. Burke, chancellor of St. Norbert College, formed a Japanese chapter of the Alumni Association.

Two alumni, Dave Kons '64 and Fr. Owen Pharris '56, met in Vietnam where both are serving with an advisory Detachment.

# Dr. Robert E. Christin Becomes College's First Lay President

Dr. and Mrs. Christin left the Hall of Fine Arts after being presented to the St. Norbert College community at a campus convocation. Following them are Dr. Neil J. Webb, acting president, and Meyer Cohen, chairman of the Board of Trustees.



A former naval intelligence officer with 16 years' experience in teaching, several years in educational consulting work and a national reputation as a public speaker, Dr. Robert Ernest Christin, has been named the unanimous choice of the college presidential search committee as the new president of St. Norbert College. The 47 year old native of Detroit, Michigan, is the first layman to hold the job and the third president of the 71 year old Norbertine college founded by the late Abbot Bernard Pennings. Christin succeeds the Very Rev. D. M. Burke, who resigned in June to become chancellor of the College.

An 18-member presidential search committee composed of the Board of Trustees, five faculty members, two members of the college Board of Administration, three students and the president of the Alumni Association, selected Christin from a field of 41 candidates from all parts of the United States. The eight-month search came to a close on February 27 when Christin was introduced to the college community at a special convocation in the Hall of Fine Arts. Christin is now president of an education consulting firm, Educational Associates, Inc., a private, nonprofit organization which provides assistance at all levels of education.

## Inauguration in 1970

The formal inauguration of Christin will be held in the spring of 1970. It will be the culmination of the college's current "Year of Inauguration" which began on January 1. The new president has indicated he will be on campus fulltime about July 1, 1969. In the meantime, Dr. Neil J. Webb, administrative vice-president, will continue as acting president, a post he has held since Father Burke's resignation.

Christin was born in Detroit on June 25, 1921. He was graduated from Rosary High School, Columbus, Ohio, and attended the University of Detroit for one year before World War II, during which he served as a naval officer in both Atlantic and Pacific operations.

Following the war he finished work on a bachelor's degree in English at Ohio State University in 1947, and went on to earn a master's degree in English in 1949, also from Ohio State.

He was a graduate assistant and an instructor at Ohio State University from 1949-52 and spent one year as an instructor at St. Ambrose College, Davenport, Iowa, in 1952-53. In 1953 he began a 12-year association with Notre Dame University as an assistant professor of English and director of freshman English. While at Notre Dame he finished work on a Ph.D. in English from Ohio State University in 1958.

At Notre Dame, Christin received the Thomas Madden Award for Distinguished Teaching in 1964. He also served on a variety of faculty committees, including the Arts College Curriculum Committee, the Committee for Superior Students and the Faculty Athletic Board.

## Left ND in '65

Christin was an associate professor of English when he left Notre Dame in 1965 to take a job as director of the Washington Office of the Institute for Services to Education. He had worked parttime in curriculum development for the Boston, Massachusetts firm of Educational Services, Inc., during the 1964-65 academic year at Notre Dame, and worked fulltime for that firm during the summers of 1964 and 1965.

In July, 1967, he became president of Educational Associates, Inc., in Washington, D.C. One

of EAI's major projects was providing assistance for the national Upward Bound program at nearly 300 colleges and universities in all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. Upward Bound involved about 26,000 students and 8,300 faculty and staff members. EAI's role in Upward Bound has included reviewing grant proposals and making recommendations to the Office of Economic Opportunity which administers the program.

As president of EAI, Christin has worked closely with top federal officials, members of the house and senate, college and university presidents, deans, business managers, school superintendents, principals, college and high school faculty.

## Known as Speaker

In addition to his teaching and consulting experience over the past 20 years, Christin has also given more than 200 lectures and workshops throughout the country during that time, with topics ranging from American culture to literature, teaching English, development of curriculum and Catholic education. In 1964 he attended the week-long conference sponsored by the President's Committee on Higher Education held at Tufts University, Medford, Massachusetts. In 1967 he was speaker and panelist at the President's Institute on Teaching the Disadvantaged.

Christin also has participated in several Washington meetings, including those of White House task forces on poverty and higher education.

In the past several months, he has been the featured speaker at the meeting of the Pennsylvania Catholic Education Association, the annual Archdiocesan Teachers Convention in St. Louis, the

(Continued on Page 4)



## Fr. Tremel Elected Abbot of Norbertines

A 1951 graduate of St. Norbert College, Rev. Jerome G. Tremel, has been elected coadjutor of St. Norbert Abbey. He will work in association with the present head of the De Pere Norbertine community for the next year.

On January 6, 1970, Abbot Tremel will become abbot of the institution upon the retirement of Abbot S. M. Killeen.

A native of Luxemburg who grew up in Green Bay, the new abbot has been a member of the order for 22 years. Until his election he was associate professor of mathematics and chairman of the department at St. Norbert College.

Abbot Tremel earned a master of arts degree from Purdue University in 1959 and his doctorate in mathematics-education from the same university in 1963.

After his election in the closed election chapter at St. Norbert Abbey, the new coadjutor abbot was asked by the presiding officer, Abbot General Norbert J. Calmels, world-wide head of the order, if he accepted.

The reply being affirmative, Abbot Killeen gave his approval and Abbot General Calmels issued the confirmation required by Rome. Abbot Tremel was then vested with the short cape of mozzetta of an abbot and given his pectoral cross by Abbot Calmels. At that moment he officially became an abbot of his order.

Abbot Tremel said that he felt fortunate in having a year of learning his job under Abbot Killeen, a familiar position for him since Abbot Killeen was his



**Abbot Tremel (left) received confirmation of his election from Abbot General Norbert J. Calmels, head of the Premonstratensian Order.**

teacher and principal of Central Catholic High School during his years there.

He said he thought the major task confronting him in the years to come would be defining the modern role of religious orders in local communities.

He pointed out this role is changing with the times, that the Norbertines are working hard to change with the times and that he was confident the final results would be beneficial all around.

Abbot Tremel said he believed the religious orders were well equipped to meet the challenges of the future, particularly in their relations with communities in which they live and work.

## Summer Session Courses Announced

A total of 36 courses in 17 fields of study will be offered during the 1969 St. Norbert College summer session which runs from June 23 through August 5. Some of the courses are part of a series of special workshops and programs.

New this year is a music scholarship program open to qualified high school seniors-to-be and offering five music credits for satisfactory completion of college-level music courses.

Another special program open to qualified high school seniors-to-be is the "Turbulent America" institute which studies upheaval and unrest in the United States from historical, literary, artistic, scientific, theological and communications points of view.

The advanced placement program has been extended to those high school pupils who have completed their junior year with high academic standing. The 18 college-credit courses open to qualified pupils are in the fields of art, biology, business administration, English, history, mathematics, music, physics and sociology.

Also among the special programs are the Study Skills class and the Driver Education class. The former aids incoming college freshmen with formation

of competent study habits, while the latter gives a thorough grounding in driving skills.

There will be five special workshops offered, including a Theological Institute which includes courses, lectures and seminars in treating the most important questions in contemporary Christian theology. The program is offered in three "Tracts," the dates of which are June 23-July 11, July 14-August 1 and June 23-August 1.

Other workshops include one in Elementary Science scheduled for August 6-8, and a Teacher Aide workshop slated for August 4-8.

A Community Economic Resources Workshop offering six credits will run concurrently with the summer session, as will a Poetry Writing workshop.

A special course listing in the summer catalog is "Linguistics for Elementary School Teachers," a three credit course.

Two courses—Ceramics and Painting—are courses open to noncredit students.

For further information on the St. Norbert Summer Session, interested persons may write to the Rev. E. J. La Mal, O. Praem., Coordinator, St. Norbert College Summer Session, West De Pere, Wisconsin 54178.



# Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:  
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

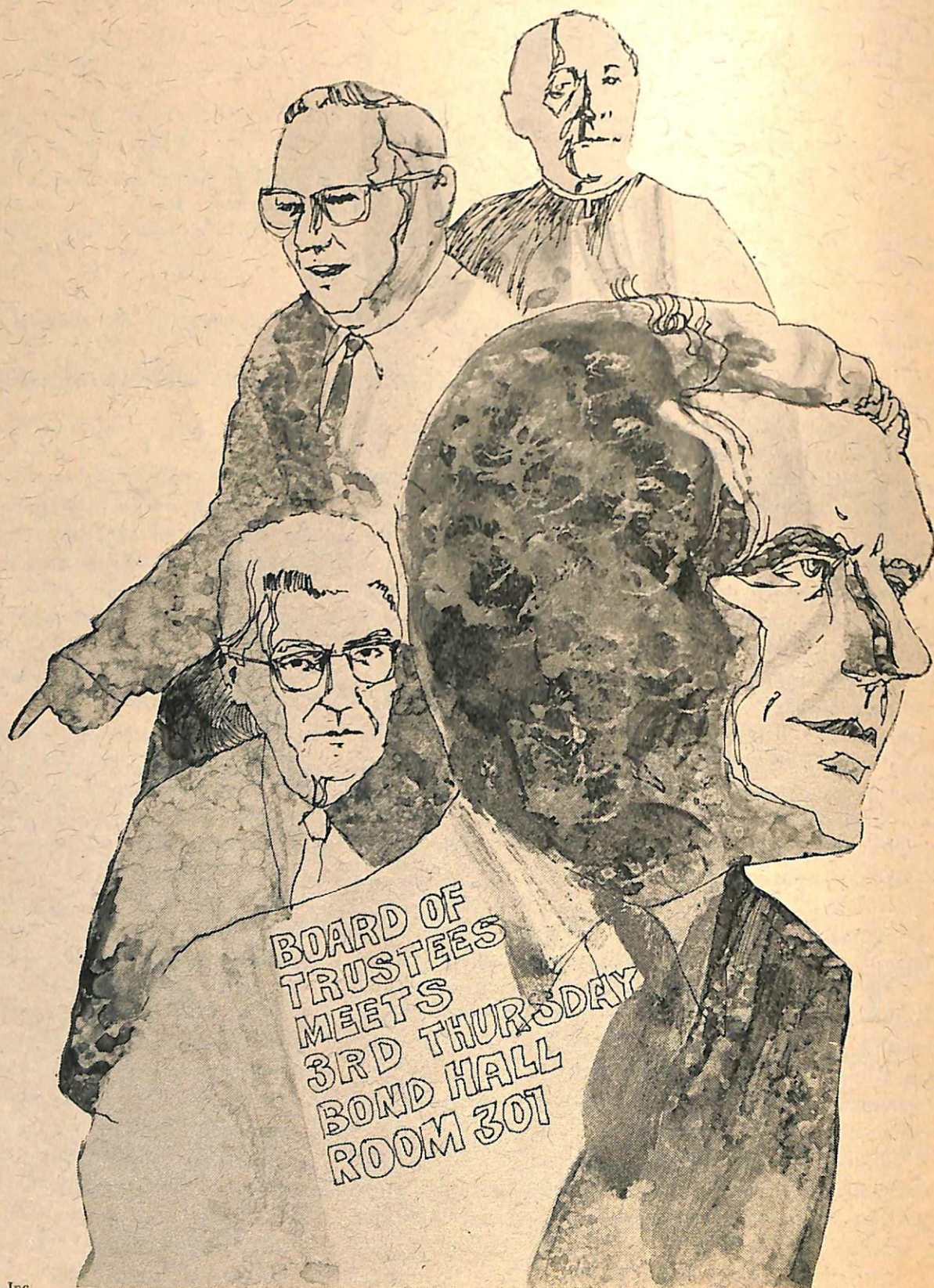
Who's in charge there?



# *Who's in Charge—I* The Trustees

**B**Y THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,





"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

► At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

► On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

► At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

**H**OW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

*The role of higher education's trustees often is misinterpreted and misunderstood*



## *As others seek a greater voice, presidents are natural targets for their attack*

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

**A**S A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

**W**HO'S IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

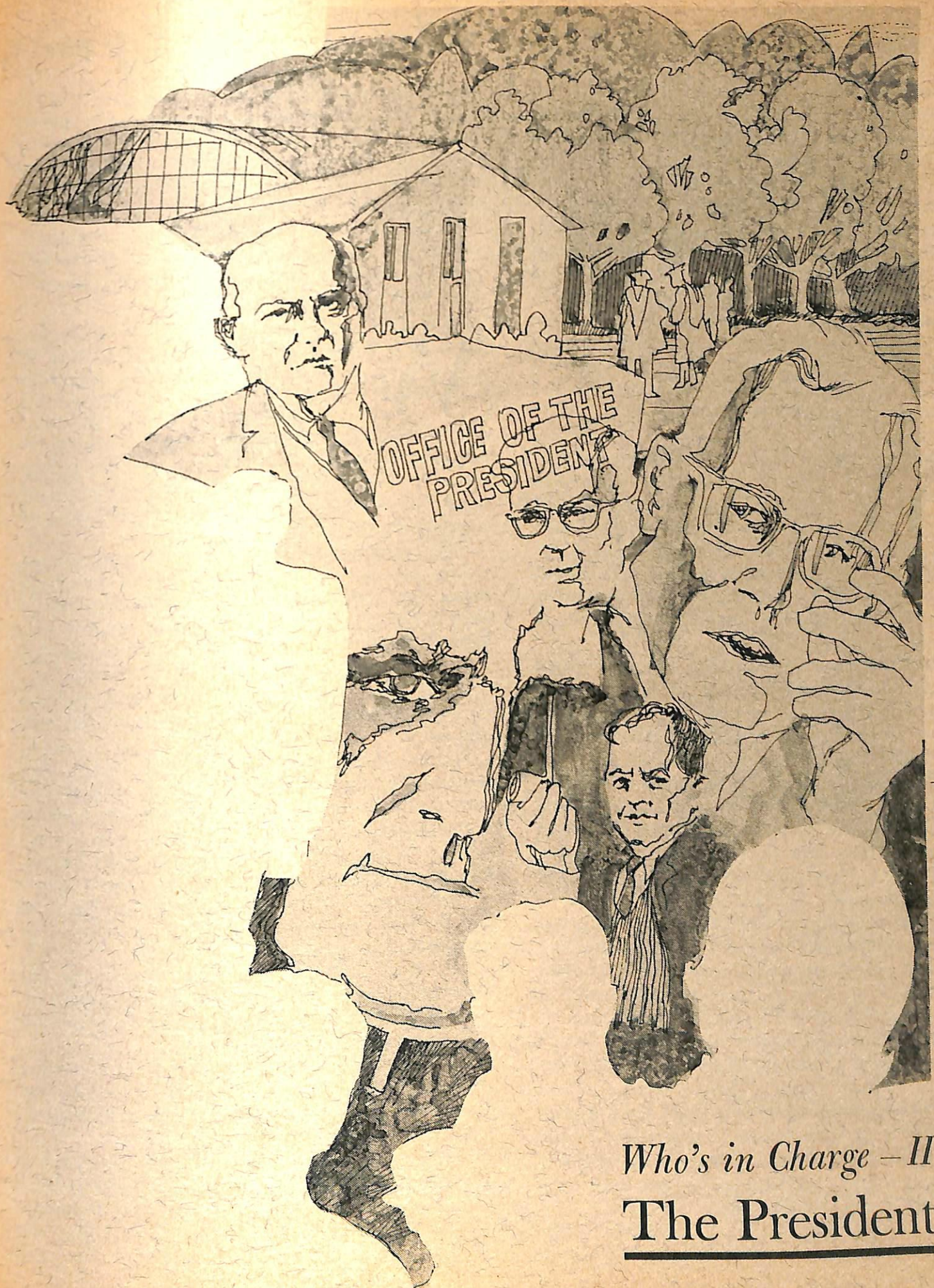
"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists





*Who's in Charge – II*  
**The President**



## *A college's heart is its faculty. What part should it have in running the place?*

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

**W**ITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations . . . ."

**W**HO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on



questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

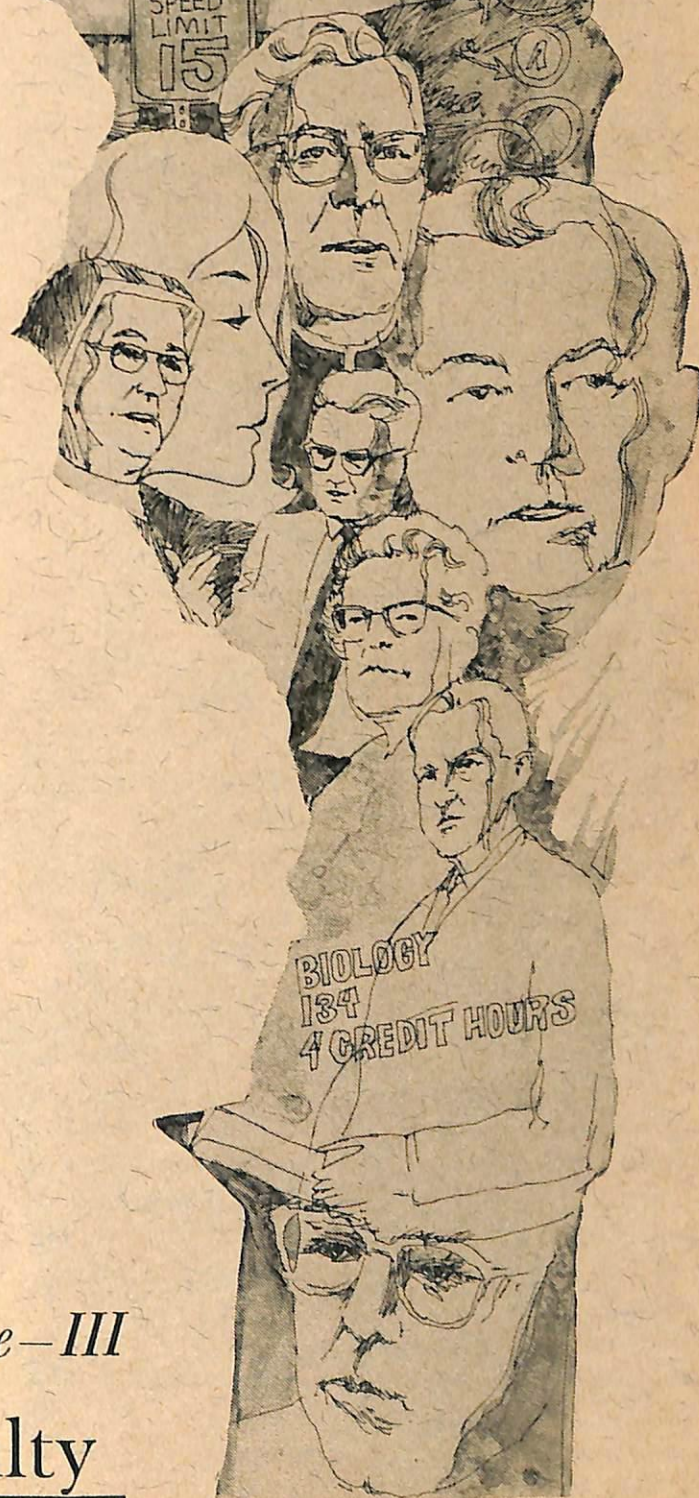
"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

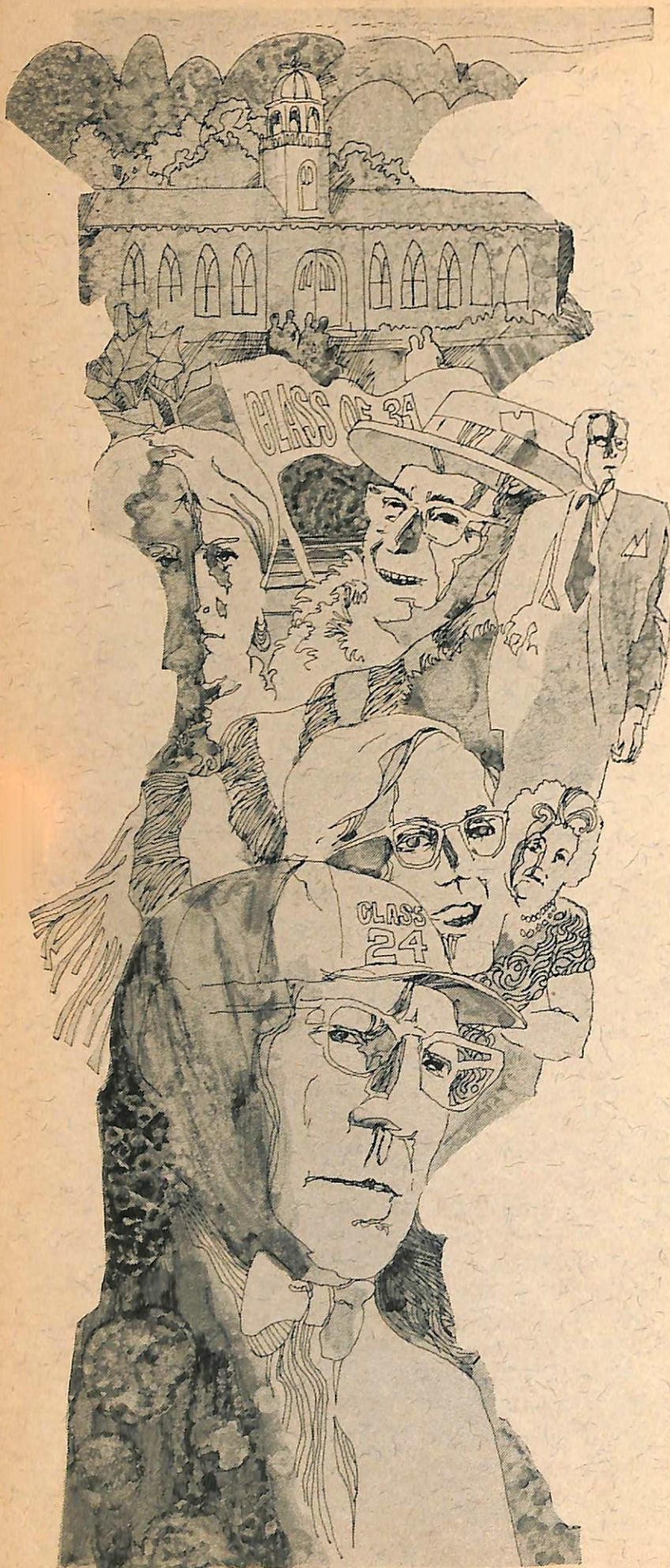
"Even in departments where courses are sequential, the individual professor chooses the degree to



## *Who's in Charge—III*

# The Faculty





## *Attached to a college (intellectually,*

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most sds members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of sds—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the sds view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We’ll just have to wait and see how it develops.”

In recent months the sds outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from sds headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that sds, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

**F**AR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members “moderates,” not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on strike, rather than burn the buildings down.’”

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of “student power” and works at it: more student participation in the decision-making at the country’s colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the



*emotionally) and detached (physically), alumni can be a great and healthy force*

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

**E**XCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

- Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

- Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

- Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

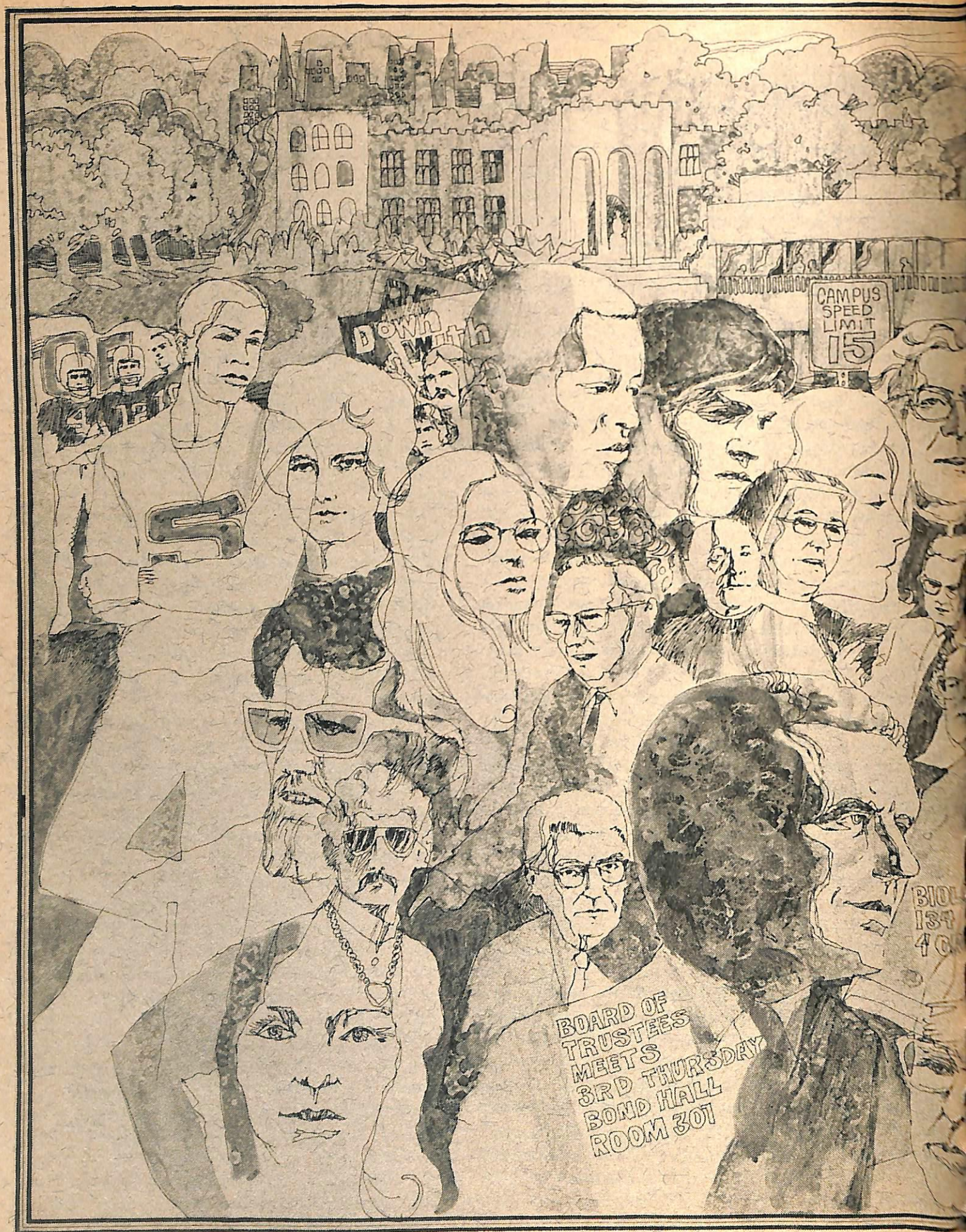
- The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."









*Who's in Charge?*

## Ideally, a Community

AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*



many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

**T**HE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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# Director Tells How to Obtain Financial Aid

*The costs of going to college are rising while the need for a college education increases. Caught by these pressures, many students and parents are searching for information on available financial assistance.*

*Jack Sylrester, director of financial aid at St. Norbert College, recently answered our questions on what resources are available and how one might apply for them.*

**Q. Will you give us an estimate of what it costs a student for a year at St. Norbert College?**

**A.** The following table reflects both fixed costs and variable estimates for students attending St. Norbert College:

	Resident		Non-Resident	
TUITION	Fixed	\$1400	Fixed	\$1400
BOARD & ROOM	Fixed	900	Variable	300
BOOKS	Variable	100	Variable	100
TRANSPORTATION	Variable	100	Variable	100
MISCELLANEOUS	Variable	300	Variable	300

Those allowances categorized as variable will alter for each student depending on his course of study, distance from home and personal needs such as clothing and laundry which are included in the miscellaneous allowance. The table represents what we would consider average costs.

**Q. What kinds of financial aids are available?**

**A.** Basically there are four kinds of financial aid: scholarships, grants, loans and employment.

Institutional scholarships are based on rank in class and S.A.T. scores for incoming freshmen. Continuing students must maintain a 3.25 or better cumulative grade point to be eligible for scholarship assistance.

There are three types of grants available: Federal grants, called educational opportunity grants, are available to students whose families are severely handicapped financially. Amounts can vary from \$200 to \$1000 per academic year and must be matched by some other form of financial aid.

Wisconsin Tuition grants are available to Wisconsin residents attending private institutions within the state. Amounts vary from \$100 to \$500 per academic year depending on need.

Institutional grants are available to students excelling in sports or music.

There are several kinds of loans available, including national defense student loans, Wisconsin state loans and federal guaranteed loans. For most students interest benefits are available until nine months after graduation.

There are many employment opportunities on campus, including laboratory assistancies, proctorships, receptionists, cafeteria workers.

**Q. How should students proceed to get financial help?**

**A.** Since virtually all financial aid is based on documented need, most institutions require a Parents' Confidential Statement, obtainable from either the high school guidance counselor or from the Financial Aid Office of the particular college or university.

Prospective freshmen are required to complete the State of Wisconsin Application for Student

Financial Aid which is also available from one of the above sources.

The applicant for financial aid will be notified of his eligibility for the various forms of financial aid once the college has received the need analysis from College Scholarship Service and the Wisconsin application from the Higher Educational Aids Board.

**Q. What are some of the requirements for getting loans and scholarships?**

**A.** As I indicated before, virtually all financial aid is awarded on the basis of documented need. There is one exception and that is the federal guaranteed loan. These loans are made through local banks and do not require a need analysis. Interest benefits are available for families whose net income is \$15,000 per year or less.

**Q. How much can a student borrow?**

**A.** The maximum amount for most loans is \$1000 per year.

**Q. When must the repayment begin?**

**A.** Generally speaking, repayment begins nine months after the student graduates or leaves school. Minimum annual payments of \$360 are required.

**Q. How are their grades affected when students take jobs?**

**A.** While I haven't taken time to research this particular area, I suspect that students who work between five and fifteen hours per week do as well as or better than their classmates. I seriously question the advisability of any student working in excess of fifteen hours per week.

**Q. Do you think the students learn something about financial management when you work with them?**

**A.** Not many students demonstrate fiscal responsibility. Occasionally a student evidences both interest and knowledge concerning the amount and kinds of financial aid he has been awarded. I would have to say that my experience indicates that this is the exception rather than the rule. From the problems that arise it would appear that the majority of students disregard information, instructions and procedures. Seventy-five percent of our correspondence would be unnecessary if students would have taken the time to read the materials forwarded to them. Many students even fail to recognize the difference between scholarships and grants (gift money), and loans and employment (self help). In all fairness, however, I must say that this state of affairs is gradually improving.

**Q. How many students have used your services during the past year?**

**A.** At the present time more than 50 percent of our students are receiving one or more kinds of financial aid.

**Q. What changes would you like to make in the financial aids program if funds were available?**

**A.** This is an easy question to answer provided the condition is fulfilled. Statistics indicate that students with special abilities receive a much higher ratio of gift aid to self help, while the majority must depend largely on loans and employment. A well-balanced financial aid package should include both gift aid and self help.



# College Fund Drive Seeks \$11.7 Million

An \$11.7 million fund raising effort for St. Norbert College has been announced by Dr. Robert E. Christin, newly appointed president of the college. Part of the college's current "Year of Inauguration," the drive will be stressed during the remainder of 1969 through the spring of 1970, when the college officially will inaugurate Dr. Christin as its third president.

The announcement of the fund raising effort was made, the new president said, after several meetings with the Board of Trustees and with the Very Rev. D. M. Burke, college chancellor, and marked the end of a year-long series of meetings on the future financial needs of the college.

At a January 4, 1969 meeting of the Board of Trustees and the Board of Governors, plans for the \$11.7 million fund raising drive were outlined. The trustees later decided to delay public announcement of the fund raising effort, however, until a new president was chosen and had the opportunity to meet with the trustees and the chancellor.

The purpose of the \$11.7 million is to provide funds for a new library-learning center, a physical education and health building, an addition to the student union, a new maintenance building and a general endowment fund for faculty and administrative salaries, student financial aid and general operation expenses.

Here is a breakdown of the specific pricetags

on each of the areas of the fund raising effort:

Endowment	\$5 million
Library-Learning Center	\$2 million
Physical Education Health Building	\$2 million
General Operations	\$1.4 million
Memorial Union Addition	\$800,000
Campus Growth	\$400,000
Maintenance Building	\$100,000

Trustee William H. Fieweger of Menasha, who heads the Board of Trustees' finance committee, said the campaign would fulfill major needs of St. Norbert College in the 1970's. "St. Norbert College has played a vital role in the development of the entire Fox Valley area. The success of this fund raising effort will demonstrate the community's support of private education."

Dr. Christin and Fr. Burke pointed out that private colleges must seek funds from private sources in order to meet their financial needs. Fr. Burke said he was optimistic about the success of this campaign because of the past generosity of alumni and members of the community.

Dr. Christin emphasized that both private and public colleges have by their diversity enhanced the quality of American higher education, and such diversity was more necessary in the future than it had been in the past.

Dr. Christin, who will assume full time duties as president on July 1st, was in De Pere to make the announcement.



Fr. De Wane

## "Student Life" Position To Fr. De Wane

As part of an effort to make student life outside the classroom more educationally meaningful, the college's office of student personnel has been re-organized and has become the office of the dean of student life.

The new dean of student life is the Rev. E. Thomas De Wane '55, a Norbertine priest who is now completing his doctorate in college administration at the University of Chicago. He will be primarily responsible for overseeing the offices of the dean of men, dean of women, financial aid, board of counselors, board of discipline and student senate.

Earl R. (Mike) Miller '49, who has been director of student personnel, becomes associate dean of student life with responsibilities in the areas of industrial placement, student activities, fraternity and sorority activities, schedules, campus speakers, intramural athletics and off-campus housing.

In making the announcement of the change,

Dr. Neil J. Webb, acting president of the college, said the reassignment of Miller comes as a result of the strong, effective ties he has established with the student body since coming to St. Norbert in May of 1966. "Mr. Miller's performance of duty as director of student affairs has been excellent and the College has the highest regard for his work. We are certain he will perform the duties of his new job with the same loyalty, spirit and dedication he brought to his former post."

Fr. De Wane attended the old Catholic Central (now Premontre) High School in Green Bay and was graduated in 1950 as class salutatorian. That same year, he joined the Norbertine Order.

He completed work on his bachelor's degree in philosophy, cum laude, at St. Norbert College in 1955. He taught at St. Norbert (now Abbot Pennington) High School from 1955 to 1959 and was ordained in May of 1958.

From 1959 through 1964 he was a teacher and the registrar at Premontre High School. He began his doctoral studies in 1964. He also holds a master's degree in college administration from Marquette University. His nearly completed dissertation for his Ph.D. in college administration is entitled, "The Attitude of Trustees of Newly Organized Boards of Catholic Colleges." In the study, Father De Wane interviewed trustees from colleges very nearly like St. Norbert in character.



# Five New Marks Set By Gebler

Basketball standout Jack Gebler practically owns the SNC record books after the finish of his junior year. The Knights finished with 14 wins and 12 losses for the season.

Gebler, a 6-4 forward, established five individual records this season including most points in a single game (44), most points in a single season (626) and most field goals in a season (238). Each of those records formerly was held by Ron Brault.

Gebler also established a new record for most free throws in a season (150), breaking Bill Feller's 1959-'60 mark of 148. Jumping Jack also established a string of 24 straight free throws this season to break Dave Minten's 1964-'65 mark of 22.



Gebler

In addition, Gebler's three-year point total of 1,416 ranks him in third place among St. Norbert all-time scorers, behind Brault who had 1,806 points in four years and Feller who totaled 1,481.

Freshman center Du Wayne Nash of Milwaukee

Messmer established a new freshman scoring record of 410 points, breaking Tom Rankin's record of 392 set in 1965-'66.

Other new Green Knight basketball records include most points scored in a single season (2,405), erasing the former high of 2,370 points of the 1964-'65 season; best points per game average (92.5) better than the old 91.2 average established in 1964-'65; and most points scored in a single game (131 against Mount St. Paul in the opening game), erasing the old record of 127.

Knight opponents scored 2,352 points this year, a new mark. The old record was 2,160 set in 1959-'60.

Senior forward Tom Rankin closed out his basketball career with 238 points, which, when added to his three other years of competition, gives him a total of 1,277 points over four years, good enough to rank him in seventh place among all-time Knight scorers. Rankin just shaded his brother, Dick, who scored 1,239 points in his 1961-'65 career.

The Knights' number two scorer this season was junior guard Joe Emer of South Milwaukee, who bombed home 471 points for a healthy 18.1 point average per game.

The Knights' 14-12 record represents Coach Romie Kosnar's eighth winning season in 11 years at the St. Norbert basketball helm. Last year the Knights were 8-14 and in 1965-'66 they were 11-14. The 1960-'61 season was a 13-13 year.

## Knight Gridders Meet Ragin' Cajuns

The 1969 St. Norbert football schedule lists four 1:30 p.m. games at Minahan Stadium and five road games including a trip to the University of Southwestern Louisiana on November 8.

Coach Howie Kolstad's Green Knights will leave by charter airplane the day before their contest with the Ragin' Cajuns who last year had an 8-2 record. They averaged more than 12,000 fans for their home games.

Homecoming has been designated as the October 4 game against La Crosse State University whose new coach is St. Norbert alumnus Roger Harring '55.

Plans by the Alumni Association's Board of Directors call for Dime Day, the bratwurst and beer picnic style gathering for alumni and seniors, to be held in conjunction with the September 27 game against River Falls.

### THE SCHEDULE

Sept. 13	at St. Thomas
Sept. 20	at St. Cloud
Sept. 27	<b>RIVER FALLS</b>
Oct. 4	<b>LA CROSSE (Homecoming)</b>
Oct. 11	at Whitewater
Oct. 18	Open
Oct. 25	at Northern Michigan
Nov. 1	<b>UNIV. OF WIS.-MILWAUKEE</b>
Nov. 8	at Southwestern Louisiana
Nov. 15	<b>HILLSDALE</b>

## A Bunny Club In De Pere?

Miss Susan Kutz of Lake Geneva, Wisconsin, home of Wisconsin's only bunny club, thinks De Pere ought to have one . . . and so do Mike Butcher of Glen Ellyn, Illinois; Mike Jacklin of Appleton, Lawrence Wellenstein of Belgium and Martin De Witt of Green Bay.

The five students—all business administration majors at St. Norbert College—have detailed blueprints for construction of a \$200,000 bunny club on Scray's Hill east of De Pere.

But residents of the area opposed to such a plan have no worries, for the five youthful entrepreneurs drafted the plans for the bunny club only for Business Administration Professor William Dargan's Retail Management course. They also built a detailed scale model of the two-level nightclub. And that's as far as it's going to go.

Dargan's marketing class was split into several small groups of four or five students apiece. The project was for each group to come up with a workable idea for a business.

"He gave each group a piece of land, a building and a \$50,000 line of credit," Miss Kutz explained. With those, the students had to work out a way of financing and constructing a business.

Miss Kutz's group financed their bunny club by selling the building and the land "and pretending we all were investors with money to spend on a night club."



# Bachelor Degree Policy Changed

Changes in the general education requirements for a bachelor's degree have been revealed by St. Norbert College. The revised curriculum requirements are among several activities which are part of the college's official "Year of Inauguration" which culminates in the Spring of 1970 with the official inauguration of the new president of the college.

According to Dr. Donald B. King, dean of the college, one of the primary curriculum changes is that a student now will be able to graduate after successful completion of 120 credit hours. "Our catalog now advertises this," Dean King said, "but our present curricular patterns make it impossible or very difficult for many students."

He said that the average St. Norbert graduate finished school with from 140 to 150 credits, 20 to 30 more than the requirements for a bachelor's degree.

Credit requirements in individual divisions of study were modified to include from 42 to 50 credits. Up to the present, students were required to take anywhere from 67 to 84 credits from specific departments.

The new requirements will divide the 120 credit graduation requirement into about 40 credits of elective courses, 40 credits of major courses and 40 credits of required courses.

Under the new requirements students will have more freedom of choice, Dean King said, but the freedom is limited. For example, no student will be permitted to take more than five courses in one semester without written permission from the Dean. Such permission is usually granted only to students who make grade point averages of 3.25 or better on a scale in which 4.00 is perfect.

Under the rules now in force for required general courses a candidate for a bachelor's degree must take 9-24 credits in language, 18 credits in the sciences, 30 credits in the humanities and 12 credits in theology.

Under the new course requirements, a candidate for a bachelor's degree must take 6-12 credits in language, one year of natural science, 9 credits in the humanities, 9 credits in either theology or philosophy or both and 3 credits in communications, a new field.

The new 3 credit course requirement "recognizes the importance of mass communications in the twentieth century," Dr. King explained. He said it was important for students to learn how people in mass communications can and do exert great influence over large masses of people.

In addition to the new course requirements, each student will be required to take four courses totaling no less than 12 credit hours as free electives outside the division of his major. These courses may be taken on a pass fail basis, rather than a grade point basis, according to Dean King, at the

option of the student. "We are giving the student this option so that a person who is very strong in physics or chemistry, let's say, will be able to take a course in art or music without jeopardizing his high grade point average."

Among the courses which no longer will be required is Freshman Composition. Dean King said this requirement was dropped because tests have shown conclusively that students who take freshman composition write no better than those who do not take such courses. He said that such schools as Northwestern University at Evanston, Illinois, had recently dropped freshman composition courses on the basis of the same evidence.

The new course requirements were drafted by a nine-member committee made up of six faculty members, two students and Dean King who was committee chairman.

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# ROTC Goes Voluntary

Citing a national trend and the new federal administration's proposal for an all-voluntary military service, the St. Norbert College Board of Trustees has approved a proposal to make the Army Reserve Officers Training Corps basic course voluntary for freshman and sophomore men at the college.

In approving voluntary ROTC, the trustees referred to a statement issued by a 1968 Army Conference on ROTC which said: "There is a decided trend from required to elective programs. The trend (begun in earnest in 1962) has had no apparent ill effect on the program. It certainly has not hurt production overall."

In the Fifth Army District, of which St. Norbert College is a part, no college or university has lost its ROTC program because it was made voluntary.

Faculty and students at St. Norbert College both have indicated a preference for voluntary ROTC. The faculty voted 65-26 in favor of voluntary ROTC and sent that recommendation to the Board of Trustees. The faculty recommendation also cited information on a November, 1968 poll of St. Norbert College students in which two of three students surveyed favored a voluntary basic course in ROTC.

The ROTC basic course has been required of all incoming freshman and sophomore men, with the advanced course a voluntary, selective program. Students at St. Norbert are also eligible for the army's two-year program. This program permits a student to earn a commission by serving six weeks at summer camp prior to entering the two-year advanced program at the college.

Under the voluntary program, however, a 10-week orientation course in ROTC will be required of all incoming male students.

In a statement released through Dr. Neil J. Webb, acting president, the trustees strongly favored keeping ROTC at St. Norbert College and said there were good reasons why the program should continue on a voluntary basis. One of the reasons cited was that a voluntary basic course in ROTC follows the spirit of the new federal administration's plan for an all-volunteer military service.

Lt. Col. John Reeve, who heads the St. Norbert College ROTC unit, said there would be some advantages to a volunteer basic ROTC course. "You've got the people in the program that want to be in it," he said. "I consider this an advantage of the program." Colonel Reeve also said that entrance into the advanced course would still remain on a "selective basis, and not all those who apply will make it."

Colonel Reeve said that the mandatory 10-session orientation program for all incoming males

would be the right amount of time to familiarize them with the ROTC. "These young lads have no concept of what military life is, and they have a tendency to shy away from it. With an orientation program it is felt a voluntary program can work satisfactorily," he said.

Dr. Donald B. King, dean of the college, said that the United States Army currently was considering "substantial revisions in the ROTC program." He said some of these revisions included confining all military drill to summer camp and holding only ROTC classwork on campus. Dean King said the Army currently had 26 pilot programs with these features.

## St. Norbert Parish

A personal parish, to be known as the Church at St. Norbert, has been created at St. Norbert College by Bishop Aloysius J. Wycislo of the Green Bay Diocese.

Bishop Wycislo's decree establishes the parish on an experimental basis for three years. The parish will be open to college students, faculty, administration members, and their families.

Though the decree noted that a college campus parish is not new, there being at least five others in the United States, the Rev. Joel Garner, O. Praem., College Chaplain, said to his knowledge, the parish was the first on a Catholic college campus.

"The college church, both in its liturgical and other activities, will broaden the purely academic relationships between professor and student. It will operate not only in the formal area of scholarship, but in the broader arena of human living," Father Garner said.

## Semester Plan Resumed

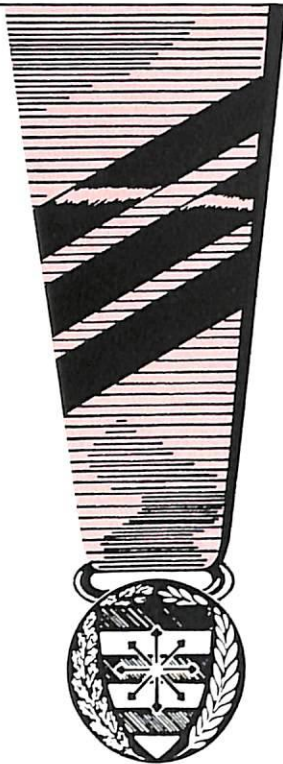
Starting this Fall, St. Norbert College will return to the two-semester system after dropping the three-term school year which has been in effect for the past six years.

The new calendar reflects an earlier beginning for the first semester, allowing the semester to end before Christmas break to avoid a layoff before semester exams.

Classes begin on September 2 following registration from August 27-29. Thanksgiving break will run from November 27-30 and first semester classes end on December 12. Exams are scheduled from December 15-20.

Second semester begins January 19 following registration on January 14-16, with Easter recess from March 25 through April 5. Classes end on May 15 with final exams from May 18-23 and commencement on May 24.





# ILLUSTRIOUS alumnus

Brigadier General James J. Lison, a 1942 ROTC graduate, became the first native of Green Bay to attain star rank in the United States Army when he was promoted to brigadier on February 5 and given command of the Wisconsin National Guard by Governor Knowles. General Lison succeeds Major General Ralph J. Olson who was killed in a plane crash in Milwaukee during January.



**General James J. Lison**  
Class of 1942  
Adjutant General  
State of Wisconsin

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